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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

More Electricity, Less Thunder

WE call it a thunder shower when everybody knows that thunder does nothing but make terrific noise to scare timid people. We are just emerging from this thundering age of professionalism in education.

We have been teaching people professionally to listen to the noise of words instead of studying achievement. A dean of women in a university who has no need of academic credit did want to do graduate work for the benefit she would get from it, and for three years attended summer sessions of professional schools in great universities. She kept tab on the professors, and in each case the professors used about one-fourth of the time impressing upon the class that they should not read or believe what one group of writers said, and another fourth of the time urging them to read what their pet group of writers said, and very little was really given to enlightening the class about real achievements.

Until quite recently many professional books devoted from a tenth to a fourth of space to "sources" of opinions which students should try to find and read. Much of this was just noisy thunder when it was written, and of no value whatever a few years after it was written.

It is entirely safe to say that there was no electrifying power in anything written on any one vital subject by more than eight or ten men or women at the time the discussion was vital, and that not one-tenth of what more than two of them said was vital after ten years.

We are developing professionalists who are interested in the electrical power of genuine achievements.

The World Moves

THE most important educational issue is the appreciation of the fact that the world moves.

Until quite recently we did not realize that the sun never rises, never sets. It is in the same place at sunset as it was at dawn, but to us we were in the same place at sunset as at dawn, and the sun traced a semi-circle in the heavens.

To feel that way was just as absurd as to feel that the post office building was moving and that an automobile running thirty miles an hour was standing still.

Any one would literally be crazy if he felt or talked about the post office building going at a rate of thirty miles an hour as the automobile flashed by. We are equally crazy if we

feel or talk about the sun's going faster than any automobile will ever run.

It is just as true that the world is going at a terrific speed industrially and civically, socially and educationally, and will never stand still. Any one who thinks it could have stood still fifty or twenty years ago is just as crazy as he would be if he thought the automobile is standing still and the post office building going at the rate of thirty miles an hour.

Latest Wonder

FOR the first time in the history of international diplomacy every word and every sound, even the scratch of the famous gold pen, was recorded when representatives of fifteen nations signed the treaty in renunciation of war, at the French foreign office, on August 27. A new sound recording motion picture camera registered the historic event, and fifteen regular movie cameras recorded every movement of everyone from fifteen different angles.

Dr. Carrothers to Ann Arbor

DR. GEORGE E. CARROTHERS of Rollins College, Florida, goes to the University of Michigan, School of Education, where he will have important administrative functions as well as teaching responsibilities. He will be an important accession to the School of Education, for which President Little has great plans professionally. Few young men have had the opportunities that Dr. Carrothers has enjoyed. He has made a record of successful leadership wherever he has been. When President Hamilton Holt took him from Ohio State University at Columbus for the unique demonstration at Winter Park it was said that several highly promising men were considered, none of whom approached Dr. Carrothers in scholarly equipment or experience. The School of Education at Ann Arbor is sure to take a prominent place in graduate work.

The Castine Conference

FOR twenty years the State of Maine has provided an opportunity for the superintendents of the cities and districts to assemble at Castine under conditions of high significance. This year, for instance, August 20-24, the 144 superintendents enjoyed a program that could hardly be surpassed by a state association. There were three addresses by Dr. Dora Wagner of Dresden, Germany, which would have made the occasion memorable. There were addresses by two presidents of the Department of Superintendence—Dr. Randall J. Condon of 1926 and Dr. Frank D. Boynton of 1929; by three presidents of the National Education Association—Olive M. Jones of 1924, Mary McSkimmon,1926, and Uel W. Lamkin, 1929.

Castine is especially adapted to such a gathering. The hotels are ideally comfortable and enjoyable, and the dormitory of the State Teachers College is in full running order as the conference follows the state summer school for rural school teachers, which uses the dormitory for eight weeks.

Dr. A. O. Thomas has unusually efficient assistants each of whom knows the superintendents of the states, and the presidents of the six state teachers training institutions are always in action at this conference, and several of the high school principals are in attendance. The publishers and representatives of school equipment manufacturers are more numerous and more cordial in their relations to one another and to the conference in all of its activities than we have known them to be elsewhere.

A week with these national leaders in the atmosphere of a vitalized state spirit, in one of the most delightful seaside resorts in New England, is a professionalized social event not easily surpassed.

President Boynton

IT WAS a rare privilege to have the president of the Department of Superintendence deliver several addresses in August under conditions which magnified his skill before a professional audience.

We have heard every educational speaker of importance since the Civil War, and we have never heard anyone who was more entertaining without using any mouldy jokes and all the time shooting at professional targets without a blank cartridge. He is an artistic platform genius, and is especially needed in the present emergency. No one can be indifferent to the shots he hurls, and when listeners are enjoying a message they are not wincing when a pet scheme of theirs is exploded.

Common Sense in Administration

WE ARE using in this issue an article by W. C. McGinnis, for seven years superintendent of Revere, Mass., now a student in Teachers College, New York.

This article is an attractive presentation of a vital practical problem in administration, but there is at the back of it an unusual professional experience which magnifies its value.

Mr. McGinnis was heroic in his loyalty to classroom teachers and principals. Twice the Revere School Board voted an increase in his salary, once of a thousand dollars, both of which he declined to receive for fear it might jeopardize the campaign for a salary increase of his teachers.

Mr. McGinnis has been a recognized leader in all association activities in New England. He is a forceful and attractive speaker, which made him highly efficient as the champion of the teacher in the ranks and of other professional causes. His address on Administration and Supervision at the Dallas meeting of the Department of Superintendence was one of the high spots of President Condon's program.

Historical and Biographical—I

By A. E. WINSHIP, Editor

ONE who has known various phases of education longer than has any one else now nationally active finds it easy to "set the thread of memory aglow" as did two of the half-hundred honorary degrees of the universities and colleges in June. The two Doctors of Law degrees this year came to Lewis Parkhurst from Dartmouth, and Henry H. Hilton from Northwestern University, both of Ginn & Company, which firm already has a Doctor of Letters and Doctor of Laws degree gracing the name and fame of George A. Plimpton, and a Doctor of Philosophy, earned at Clark University, adorning the name of Charles H. Thurber, with another Doctor of Laws enjoyed by Thomas B. Lawlor. So much increase of academic honors in one year where there had been no lack of previous appreciation causes sixty years of intimate acquaintance with a publishing business to film itself across the screen of memory.

We recall as though it were yesterday the professional amusement when it was announced in 1868 that Edwin Ginn was to establish himself as a publisher in Boston. Every school man knew of him, for he had created a sensation in Maine. He would champion a special classical book, and like a streak of lightning put it into every academy, seminary and college in Maine, and the high schools had to follow.

Mr. Ginn, thirty years of age, was a curiosity. The other school book agents dealt with school committees, but Edwin Ginn would put a special high school book into every school that could use it. He simply sensed the coming of a new school atmosphere.

The close of the Civil War made a new world of New England as well as of the South and West. There came home then, as ten years ago, a lot of men who needed every job of farm and factory, shop and store that could be found, and young men could not, and would not if they could, crowd out the men in blue. Everything conspired to turn the steps of young men and young women schoolward.

Everything was so new in the school world that new textbooks were inevitable and new methods for marketing them were necessary. Edwin Ginn's great business achievement was in sensing this as soon as the change was in the offing, and his Yankee thrift captured the seminaries, academies, colleges and high schools of Maine. The result was aspiration wholly foreign to the New England of the past.

The announcement of Mr. Ginn's ascent to Boston stirred ambition in many young men, some of whom joined him in his adventure; some were captured by the older publishing houses, and others created entirely new Boston firms. It is impossible for any one to appreciate the development of school book publishing business who did not feel the thrill of school life sixty years ago. Many circumstances made the coming of Edwin Ginn to Boston in 1868 memorable and make its memories as vivid as passing events of yesterday. Partners of Mr. Ginn came and went and the firm name changed, but Edwin Ginn carried on with famous success.

America, and especially New England, experienced a great change in the 'eighties. In the 'sixties the war changed everything everywhere in America. In the 'seventies the return to specie payment changed everything. No one had seen any silver for many years.

No one can appreciate business life who has never done business on an inflated currency and been caught in the deflation experience. We talk of the American inflation caused by the World War, but this has been merely theoretical. We have had silver and gold all the time, but there had been neither silver nor gold in circulation for many years. All change was made with script or postage stamps.

In the 'eighties New England was hit hard politically, socially and educationally when her national reputation was deflated by the modified West.

It was in the early 'eighties that Mr. Ginn brought into the firm George A. Plimpton, a young man twenty-seven years of age, with an inheritance and experience which was an especially stabilizing influence at that time. It was the time when a New England business must broaden out, and Mr. Plimpton broadened it out from the New York standpoint. Nothing pent up in New England could thrive from 1882 to 1892. That was a chapter of American life, especially in New England life, that is never appreciated by any one who was not in the heart of it and heat of it in those ten fateful years.

It was in those years that the school book business changed. They were years that tested the courage and wisdom of Edwin Ginn. He had brought into close contact with him an important factor in the personality of Mr. Plimpton, and four years later took into the firm Lewis Parkhurst, a Massachusetts teacher who knew schools, elementary and secondary, from A to Z, and had demonstrated rare business ability as well as professional skill. This was a sample of Mr. Ginn's wisdom in those years. There were other important accessions and recessions, but it was of high significance that these two men came into the

game financially and professionally in the most critical time in the school book business.

There is nothing more remarkable in the history of the publishing business than the fact that Ginn & Company remained a partnership, resisting the tidal wave of incorporation and merging which seemed to be the only salvation of any business forty years ago. It was not primarily any wit or wisdom of any one in the firm, but rather the interdependence of Messrs. Ginn, Plimpton, and Parkhurst, which made a continuance of the partnership possible.

In 1894 another new America was in the making. The conditions of the 'eighties were changing as distinctly as those of the 'seventies had changed ten years before, and nothing in the history of the firm has had higher significance than the coming into the firm of Henry H. Hilton as manager of the Chicago business and Western territory of the firm at twenty-six years of age after four years in their agency field. No one who was not in the thick of activities of the last decade of the nineteenth century can have any conception of what it meant a third of a century ago to have a young man of twenty-six years become a vital factor in a partnership of a great firm that had in a quarter of a century become one of the great educational forces of the country and assume responsibility for marketing the vast product of the business in the field where competition was to be fiercest, and today Dr. Hilton is chairman of the board of directors of the company with as great responsibility as any man in the publishing business in the country.

Six years later, when the firm was still less than a third of a century old, with Mr. Hilton's foot on the accelerator sending a thrill through the great Middle West there was need of a new editorial creative energy with broad vision, and Charles H. Thurber of the faculty of Chicago University, a man of exceptional scholastic training in Cornell University with Jacob Gould Schurman, in Clark University with G. Stanley Hall, and in European universities, assumed responsibility for the making of books for schools and colleges to meet the stirring demand of the Twentieth Century.

A partnership of sixty years increasing until there are today more than twenty partners, young men demonstrating rare efficiency in various departments of manufacture, editorial creation and marketing skill finding a welcome with Messrs. Plimpton, Parkhurst, Hilton and Thurber, the quartette which took control of the business while Edwin Ginn, its creator, was alive, a partnership which never had a partner play his associates false, is noble testimony to the wisdom in choice of partners and a sincerity in mutual confidence which is certainly wonderful.

We cannot close this personal reminiscence without reference to the professional interests and public activities of the men who have devoted so much time and talent to the creation of a great business.

There is no question about the remarkable business achievement of Messrs. Plimpton, Parkhurst, Hilton and Thurber, who indirectly inherited the responsibility of Edwin Ginn, but what is also of much interest is the fact that they seem to have inherited in no small degree Mr. Ginn's "extra-curricula" habit, to adopt a professionalism of the day.

The last years of Edwin Ginn's life were devoted largely to the promotion of conventional public affairs, more individualistic than personal, and the four men who now head the more than twenty partners who are carrying on the great business of Ginn & Company with undiminished virility are rendering public and professional service with more conventionality than individuality, which has eventuated in important promotion of personality in devotion to Amherst, Wellesley, and Hunter Colleges in America, and to Constantinople College by Dr. Plimpton, to Dartmouth by Dr. Parkhurst, to Cornell and Clark by Dr. Thurber. Mr. Hilton won his Doctorate of Laws from Northwestern University by eminent public spirit demonstrated, while he was promoted to the chairmanship of the Board of Directors of Ginn & Company in Chicago. Mr. Parkhurst's Doctorate of Laws from Dartmouth recognizes the multiplicity of activities in the Massachusetts House of Representatives and Senate, as president of the Republican Club of Massachusetts, as delegate to the Republican Conventions and leadership in many progressive state and national functions. All this while he was treasurer of Ginn & Company, and manager of one of the largest printing and binding plants in the country—the Athenæum Press.

We have devoted ourselves to facts — yes, detached and meaningless facts. Children have been surfeited with facts. It is time to stop making collections of blank cartridges and begin to gather those things that have explosive material in them.

—Charles A. McMurry, George Peabody College.

Belding's Page

THE MILL IN MOTION

SCHOOL doors are opening. A tramping of feet—all sizes—is heard in the land. Books will be dusted off. Brains, too, will be cleared of cobwebs that have gathered in the summer. Bells are ringing. Pens are scratching. Chalk clicks on blackboards.

The educational mill is grinding.

Teachers have had a change, if not a rest. They should resume their tasks with fresh enthusiasm, new stores of patience, sympathy and confidence.

No calling is higher than that of the teacher. To be engaged in this vocation is a privilege.

Any teacher who does not believe this is in the wrong occupation.

TO WARD OFF EPIDEMICS

THE Health Department of the State of New York has done a wise thing in issuing a bulletin which warns parents against the danger that their children may carry diseases into the schools. Many an epidemic in school, the bulletin points out, is caused by children coming from homes where there has been or still is sickness. Scarlet fever may be "given" for a period of two months. A child may carry diphtheria from a brother or sister who has lately had it.

The appeal to parents will fall upon deaf ears in many cases. Some mothers are so ignorant or so self-centred as not to care what happens to other children, so long as their own darlings are not interfered with. Still it is safe to assume that enlightenment such as the New York bulletin gives, will have its effect upon many parents, and will thus avert some of those epidemics which are the bane and dread of every classroom.

RESISTIVITY

GREATER study needs to be given to Resistivity—that opposition to learning, refinement and whatever else comes as a recommended applicant for reception by the youthful mind. About all we now know is that some pupils are receptive and others are not; or that different degrees of receptiveness and non-receptiveness exist.

A pupil should not be classed as resistive who is merely unable to grasp what is offered him as education. Teachers often berate a boy or girl for stubbornness when the real trouble is stupidity—the child's own, or the teacher's.

Often in the best homes—where parents are truly interested in the finest, most worthwhile things and are sympathetic and helpful in their dealings with sons and daughters—there will be one child who does not respond to the best influences, but seems to be repelled by them. In extreme cases this child may become wayward, wild—a veritable black sheep. In other instances the boy or girl will merely remain impervious to literature, music, art, religion and other proffered gifts, and will proudly welcome whatever is second-rate or ordinary.

Many a parent has learned, through experience, that the way to entrap a resistive child into reading a good story is to leave it within reach and say nothing.

Foolishly enough some parents openly proclaim that the only way they can get Jack and Jill to do anything is by telling them to do the opposite.

It would be pleasanter if learning could always be poured into willing minds. The tendency in the past has been to attend chiefly to this phase of teaching effort and to neglect the unwilling.

But this is to refuse the challenge of what is difficult. Psychology has solved individual cases. It should proceed to solve more and more of these, and to formulate principles and rules by which resistivity may be overcome. Then let wise teachers apply the methods with a plentiful admixture of common sense, human charity and tact, and we'll see results.

A DUTY TO ART

PROFESSOR WILLIAM A. BORING of Columbia urges his university to establish a school of fine arts comparable in grandeur and importance with the position of New York City as the foremost art centre of the Western World.

In his report to President Butler Dr. Boring calls attention to the magnitude of the art treasures which are gathered into private and public galleries of the metropolis. He refers to his city as a marketplace of art and a place having pre-eminent art societies and towering examples of America's distinctive contribution to architecture—the modern office building.

Wealth and a certain amount of good taste have indeed made New York a metropolis of art, and Columbia would be performing another outstanding service in carrying out the suggestion of Professor Boring.

The art treasures possessed by New York impose an obligation upon that city to stimulate and assist the creation of art by Americans as well as their appreciation of it.

Anson W. Belding

Associate Editor.

Common Sense in Administration

By W. C. McGINNIS
Columbia University

THE man who told good stories had this one: "In New York they ask: 'How much is he worth?' In Philadelphia, 'Who was his grandfather?' In Boston, 'What does he know?' But in the West, 'What can he do?'" If he were telling his story today he would add that in education they ask: "What is her training?"

What a teacher's training is, is an important element to consider in appointing new teachers. The setting up of professional standards that must be met by the recruits to the ranks of the public school teachers has served a good purpose in that it has resulted in improvement of the teaching personnel, and thus has improved the quality of the educational outcomes for the pupils. Because of the surplus of normal school graduates there is no excuse at the present time for admitting to the ranks of the teachers those who have not made adequate professional preparation for their chosen work. But standardization for the sake of standardization seems to be the policy in many school systems, and it results not only in injustice to some teachers, which is bad enough, but also in detriment to the welfare of the pupils, which is worse.

The great majority of American men and women of today were taught at some time or other in their public school days by some teachers who were not professionally trained teachers. Many of those teachers were good teachers. Some of them were very poor teachers. There are still in the ranks of present-day teachers a considerable number who do not own a professional diploma. Many of them are excellent teachers. It is readily granted that normal school training would have made them better teachers, but it is also a fact that many of them are better teachers than many of the normal-trained teachers. Many of them are self-trained by experience, professional reading, extension courses and summer school courses. Many of them have demonstrated greater ability in passing a professional examination than the average normal school graduate. In the most scientific and most comprehensive study of qualities related to success in teaching, Knight* found that the two qualities most closely related to success in teaching are ability to pass a professional examination and the real interests of teachers.

He found that scholarship rank in institutions of professional training has very little relation to success in teaching.

He found, also, that the expressed interests of teachers have little or no relation to success in teaching. The real interests of teachers show themselves in their professional attitudes in service, and they result in professional growth, originality, initiative, and leadership.

Any plan of standardization or of system in educational administration and supervision that sets up rules of procedure which do not allow for recognizing, utilizing, and rewarding ability and merit wherever found in the school organization is vicious, and has no legitimate place in American education.

To set up a system of standards, as has been done and is being done, making the possession of a normal school diploma and the "taking" of a certain number of professional courses prerequisites for professional and financial promotion is unjustifiable. Standardization and system are idols set up and worshiped as twin gods of progress. They are made ends, rather than means to an end, and the rules and principles adopted to maintain standards and support the system are as the laws of the Medes and Persians.

In business the most important requisite for promotion is the ability to do required work better than the average of the rank and file of workers can do it. Regardless of popular opinion the college-trained man in business is not preferred to the non-college man unless he has the ability, native or acquired, to do a better job. Even in medicine, the most exacting of the professions, the doctor's success depends more upon his ability than upon "training." Successful experience is his chief asset.

Any plan of standardization or of system in educational administration and supervision that sets up rules of procedure which do not allow for recognizing, utilizing, and rewarding ability and merit wherever found in the school organization is vicious, and has no legitimate place in American education.

One of the most detrimental things in our schools is the tendency to standardize and to set up "logical" systems which make for uniformity of procedure and tend to a smothering of originality and initiative in the rank and file of the teaching corps. Teachers are wearied and bewildered by a great mass of educational theory that fails in practice, and they know that much that is good in educational theory often falls down in practice because the line and staff officers of the supervisory organization fail to use common sense in the application of theory to practice. While the teachers are being preached at in regard to the

*"Qualities Related to Success in Teaching." Knight, F. B., Bureau of Publications, Teachers College, Columbia University.

application of the laws of learning, respect for personality, and the demands of democracy in their teaching procedure, they are keenly aware of the fact that many of their superior officers are violating those good theories that they are talking about.

Tests and measurements and the statistical method applied to a program of testing have resulted in an important advance in pupil classification as an aid to better educational outcomes for the pupils. But there are school systems in which the testing program is anathema to the teachers, and in some cases to the parents. In such instances the good results attainable in a testing program are ruined by a lack of common sense, and by the failure of the administration to recognize the fact that even the best theory of supervision will not work in practice unless it has the support of the teachers. A superimposed system backed by all the power of the authority and coercion of the school administrators will not work successfully. Administrators recognize the detrimental effect of coercion upon learning in the classroom, but many of them disregard the laws of learning in dealing with the teachers. The fact that a school board in an Eastern state recently passed an order forbidding the further use of standard tests in the schools and that many of the teachers approved the board's action is not an indication of an inherent fault in a testing program as a part of good educational theory and practice, but it is an indictment of the administrative organization for killing a good, respectable theory by mal-practice.

Democracy in education—teacher responsibility and participation in curriculum revision, and in improvement of instruction, supervision, and administration—is recognized as sound educational theory, but the schools suffer because the "higher-ups" preach the theory of democracy in education and fail to put it into practice. To use the surplus ability of the school organization wherever found is good theory, but it frequently happens that a special pet theory or the rules of the "logical" system prevents the application of that theory in practice.

Here is a case in point. A prominent educator recently stated that the follow-up work and home contacts in truancy cases must be accomplished by a visiting teacher who is a professionally trained social worker, and that the work of the attendance officer is essentially police duty. In the discussion following the address, cases were cited in which attendance officers, because of their understanding of and interest in boys and their ability to win the confidence of boys, have reduced truancy to a minimum. The speaker still maintained that to have attendance officers do other than police duty, or to have anyone do home contact work who is not professionally trained, is contrary to sound theory, and should not be allowed. In the mind of this man the worship of "training" precludes any consideration of the ability of the attendance officers to do an outstanding service. "A little learning is a dangerous thing," but what shall it profit a man to gain an abundance of theory and lose his common sense, or his sense of humor?

The most important function of the supervisory organization is to use the surplus ability of all the workers in the instructional service for the improvement of educational outcomes. Teachers, as well as children, learn by doing. Supervisory officers recognize the importance of providing for the development of originality, initiative, purposing and planning by the pupils in the educative process. But many of these same supervisors smother the teacher's initiative and originality by the application of the wet blanket of official disapproval if she dares to be original, or dares to question a superimposed "logical" system. A theory of educational administration and supervision which is not found in any professional textbook nor in any educational course, but which has been adopted in many of our school systems, can be stated briefly as follows: Apportion the work of accomplishment to the teachers, and the credit for accomplishment to the administrators.

The Hickory Tree

By EMEROI STACY
Portland, Oregon

A hickory tree that stands in our front yard
Has taught me patience, lo, these many years,
And cleared my mind of haste and doubting fears,
And shown me how to wait till coming dawn.

Each year when spring comes, every other tree
Puts forth its leaves and blooms in beauty rare,
In verdure green. This tree stands gaunt and bare,
And totally aloof it seems to be.

Then comes a night of rain, a day of sun,
And it bursts forth a thing of great delight,
And the whole season through makes glad our sight,
And is the pride and joy of everyone.

Why are we not more patient with our own?
We let the tree work out its chosen plan,
Its own salvation, in the way it can;
We cultivate, and leave the growth alone.

Then let the mind expand in its own time.
True love oft shows itself to be more great
By sometimes being willing just to wait;
The inward struggle is a thing sublime.

We must not crowd the slow unfolding thought.
Our love may smother where it longs to aid.
Some natures slowly grow; through conflict made,
And, lo, one day the miracle is wrought.

So, let the winds of heaven freely blow,
And trust the warm sunshine to do its work.
The tree is God's. He does not, will not shirk!
The soul and mind are His, and He will know!

To-morrow's sun may see the buds appear,
And then will bloom a thing of beauty rare;
Let Patience's candle light the way with care;
My hickory tree has taught this lesson clear.

The Ph.D. Fetish

By V. H. CULP

Northern State Teachers College,
Aberdeen, South Dakota

THE reader is most cordially invited to step through the looking-glass of the present, and come with me on a short stroll into the future. It will not be very far, only a little more than the Biblical life-time of three score and ten years, and we find ourselves in the year 2,000 A.D. In order that our thoughts may not wander too far afield in noting the different dress and customs, we shall wend our way directly to one of those great institutions of learning, a typical university located in the Middle West of America. Our first impression is one of astonishment, for the practical earnestness that pervades everything here denotes unmistakably that this great institution no longer exists in monastic seclusion, as it did in our time.

There are still athletics, but the students are using them merely as a relaxation from their work, and are no longer using the classrooms as resting places from their over-strenuous games. Though every one of them engages in some games that the young human machine may be kept in good working order we find none who are attending university primarily for the sake of sport, or for a short-lived fame in the Sunday newspaper supplements. The tail has ceased to wag the dog; and now the dog wags the tail. Undoubtedly, the business world has at last forced some of its high efficiency into the lagging halls of learning.

It will be interesting to learn how this much desired result was accomplished. The most direct method will be to listen to a classroom discussion; for this being a post-graduate university, we will be sure to obtain the very essence of all that has gone before. Here we find the instructor, Mr. Wise, guiding the discussion in the history of education in the United States. The theme is "Some Dominant Ideals of the First Half of the Twentieth Century." The assignment is highly focalized and motivated, and it is easy to discern that glittering generalities and guess-work apparently belonged to the period under discussion, but had long since been left behind along with the clap-trap of high sounding degrees which meant no more than the glittering generalities themselves.

The instructor wasted no time in general presentation of the theme, for it was assumed by all that every student in the room was familiar with the assignment and ready to take part in the discussion.

"You may briefly characterize the age under consideration, Mr. Jones," was the opening remark of the instructor.

"It was an age of fads and frills. The textbook with the latest copyright was considered superior. Frequent panaceas were discovered for the educational ills of the times, and sometimes one of these cures was popular throughout one of their so-called inspirational meetings. Much time was spent in preparing useless investigations which were reverently buried in the college archives. And last, but not least, the whole educational program was under the influence of peanut politics. Educators and honorable citizens prayed that there might be a divorce between education and politics, but they thought they had to wallow in politics in order to achieve the desired end."

"This being a graduate school," commented Mr. Wise, "you will all be interested in taking up the part of the assignment which has to do with the status of advanced college work in the early part of the last century."

"In the references you suggested," remarked Mr. Smith, "I found a most entertaining account of the struggle for higher degrees. The Ph. D. was held in sacred awe by the average teacher and the small calibre Ph. D. It was the badge of finality so far as academic accomplishment in education was concerned. The large universities often dominated the smaller schools by controlling accrediting agencies, and by dictating through national educational bodies. The standing of the smaller schools was largely determined by the number of Ph.D.'s on the faculty, and not by the quality of work done. This doctrine would naturally give an outlet to the product of the great Ph. D. factories. I note that the lesser lights in the educational world, like the quacks in the medical field, druggists in small towns, chiropractors, and foot specialists, insisted on being called 'doctor.' They evidently tied bells to their degrees and rang them wherever they went."

"I think that an explanation is in order," broke in Mr. Wise. "Regardless of the ridiculous side of the Ph. D. fetish, many of the distinguished educators had such degrees. They were men of outstanding ability, and would have been great without any of the higher educational trimmings. In fact, a few college presidents, numerous influential college professors, and a host of public school men for various reasons did not or could not submit themselves to the conditions necessary to possess the highest index of scholastic superiority. Many men of signal

ability, including noted Ph. D.'s, left the profession in disgust and entered the business world where achievement and not the Ph. D. was the open door to advancement."

"I asked Mr. Johnson to make a report about the pinnacle of scholastic folderol, namely the all-important dissertation. This usually required an endless amount of investigation. It was often the product of the adding machine and typewriter to prove a hand-picked conclusion."

"In the light of present practice when successful experience, superior training in the field of specialization, and a significant contribution to education in the form of an investigation, experiment, literary production, scientific report, or professional book are necessary for the highest ratings in education, the procedure of that day seems rather crude. For the most part of these were worse than worthless; they gave wrong standards of value, wasted a lot of valuable time, and spoiled quantities of good paper. The average thesis did not add nor substract from the sum total of human knowledge, but it did kill the initiative and imagination of many candidates of marked ability whose minds could not be attuned to the assinine requirements of intellectual slavery. However, one of the books I read specifically stated that a few of the required and some voluntary investigations of that day were epoch-making. If you want to get a good laugh, read some of the titles of those investigations. The professors and students thinking of them lived and died without discovering their possibilities in the field of humor. But investigation was necessary to become a member of the educational aristocracy even if they did not know what to investigate. They argued that although the subject might be dry and worthless, the student was mastering the technique of investigation."

"Miss Byrd, I see you have a contribution."

"A noted educator went on record as follows: Such work tended to unfit men to work with undergraduates, or to do creative work. It tended to rob the candidate of his personality and narrow his outlook on life. If a candidate could not get the favor of the powers that were in one school he went to another, or adopted a policy of watchful waiting, and finally he would get the sheepskin. A few of the great universities actually 'highbrowed' each other, and would not accept certain of the more plebeian degrees granted by their sister colleges. But because of the fact that schools hired degrees instead of men, the quest of the Ph. D. became more and more a sport for mediocre individuals, until finally the leading educators called a halt to the farcical procedure."

"Mr. Wise," said Mr. Wilson, "I read an article that was written when the protest against 'ye ancient order' was the bitterest, and the writer stated that in too many cases the Ph.D.'s

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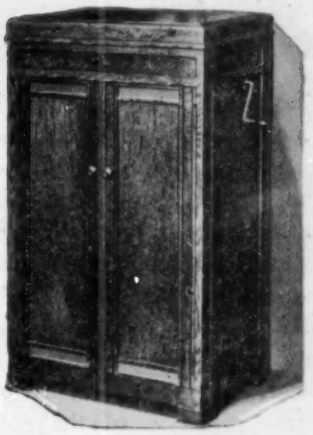

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The Educational Department

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belonged to individuals who had failed in their work after receiving their lower degrees, and then went after the 'premium bacon,' so to speak. With that as a selling point they were sure of a regular berth. Such titles often covered a myriad of shortcomings, and as the small schools had to have so many doctors of philosophy these individuals usually lived to a ripe old age. Then again, some of the college presidents did not want men who were too capable, and preferred that their instructors do little thinking, especially concerning evolution and the social questions of the day."

"Just a moment," said Mr. Wise. "There always has been, and even today under the most favorable conditions there still is a lamentable paucity of men with exceptional ability and performance in the educational field. Schools today are glad to recognize superiority wherever it is found. The man in the field really makes the most valuable studies and experiments, for his theories are not hitched to distant stars. Much of the pioneering, however, will continue to be done under the direction of the colleges because of a wider scope of work, more adequate facilities, association of men interested in similar lines of work, and the directing influence of experienced educators."

"I asked Mr. Wells to discuss the language requirements."

"Two languages, French and German, it appears, were necessary to the Ph. D. I was unable to decide why they had such a provision. It seems improbable that the specialists in those languages were unable to translate valuable contributions into English. Perhaps it was a vestige of the eighteenth century when an educated person was supposed to frequently use a foreign word or phrase in order to mystify the common herd."

"Our ideals of graduate work have been revolutionized since that time," said Mr. Hill. "In that day the acme of intellectual endeavor was the Ph. D. Today people desire to get an education and learn how to function in a social world. Students at times may wish to investigate, experiment, study under a master, collect material, learn how to apply and teach material studied, learn how to think clearly in a field, write for the public, or do creative work in the border land of knowledge. It is indeed mystifying why teachers, preachers, literary workers, scientists, lawyers, and statesmen were so delighted and flattered to be 'doctored.' Goodness knows that the title was meaningless from its very inception. The variety of professional people and artisans that used the term, the conditions under which many Ph. D.'s or LL.D.'s were granted, and the variation of abilities represented made the honor a very negligible festoon to the intellectual standing of the individual. History says that 1975 was the fag end of the Ph.D. era."

"One of the enigmas of the age under discussion," contributed Mr. Wise, "is that it was a time of phenomenal progress in the fields of medicine, engineering, and industry, while in the educational field the great schools wanted only investigators. Invention, imagination, and creative ability were not a part of the college program. The fetters of medievalism had not been loosed by the great educational philosophers of the century, and education did not contribute its full share to the liberalization of the race from petty personalities, false standards of value, and the superstitions of ages past."

"Mr. James, on account of your wide experience in college work, I asked you to give a brief report of the professional side of the Ph.D."

"The story is short, and leads one into the realms of speculative procedure. Many students that sat at the feet of distinguished Ph. D.'s left the classes in disgust. The teachers could not put their work over; they had no definite plan; did not relate their work to present-day conditions, believed in the study of a subject for the sake of that subject, and wanted their students to hand back the lectures like a parrot. These men could break all the rules of pedagogy in one recitation without realizing their existence. Then there was an equally absurd group that knew all about motivation, apperception, and all the latest fads. These teachers, too many times, had nothing worth while to teach. They could arouse interest, get a considerable following, and even write books about their method of firing a dud. Both groups failed to realize that the two must go together and that content and method are the Siamese twins of education."

"Our time is up," said Mr. Wise. "Next week we will continue our study of the period under discussion. We will take up the assignment on professional fallacies, and our solution of the same. Students, let us not condemn the past too severely, for we, too, have motes in our eyes that obscure our vision. The fetish of the Ph. D. was merely a passing event in the onward march of progress. With all the material progress that we have made, future educators may point out how we, too, have retarded the advance of civilization."

Give us education old, give us education new;
But common sense and reason with it too.
—Katherine L. Craig.

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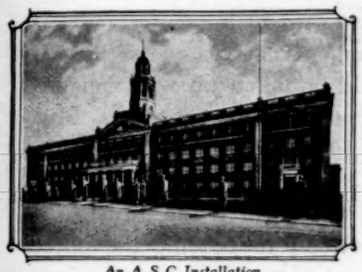

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Is Expansion Always Wise?

By HAMILTON HOLT

President, Rollins College

IF I SHOULD be asked to name the chief fault of the American college today, I would unhesitatingly say that it is the insatiable impulse to expand materially. Expansion may be not without justification as a means to some end, but as the end itself, it is I believe a delusion. In many colleges, while no effort is spared to increase the student roster or to pile up brick and mortar, little or nothing is done to raise the quality of those who teach or those who are taught. Nearly every institution pays its professors salaries that could be discharged without difficulty in postage stamps. Nearly every institution permits a ten-dollar boy to attempt to get a thousand-dollar education. But the things that make a college great are not the number of its students or the multitude of its buildings, but the quality of those who teach, the quality of those who are taught, and the quality of the place where the teaching is done.

When we come to consider grounds, buildings and equipment there is no doubt that the policy of expansion for its own sake has surely been up to the present time an unmixed evil. The reason is that when we get more students it is essential to get synchronously certain physical equipment for them. But this equipment costs money, and money always comes last. The hair of many a college president and trustee has turned gray in the endeavor to get money fast enough. The only solution is to skimp on the professors. We thus see most of our colleges spreading the professor thinner and thinner over the student body, until often fifty or one hundred men attend a single recitation. No professor who ever lived is able to instruct a class of such a size at one time. Or worse yet, the recitation system develops into the lecture system, which in my opinion is the worst pedagogical method every attempted to instruct youth.

This system assumes that what one man has taken perhaps a life-time to acquire by painstaking observation, hard-thinking, long-continued reflection, and perhaps the use of his creative imagination, can be spoon-fed to another who has not gone through a like process. We are all familiar with the lecture system at its worst in some medical schools. When my classmates at Yale went to Medical School they found that all the teaching provided was done by lecturers. Thus at examination few students dared trust to their memories or notes—for they were not expert stenographers, and no memory is a substitute for study—and they were consequently compelled to hire tutors. Thus the tutors became the real teachers of the course.

In truth, the University of Michigan student was not far wrong when he characterized the modern college lecture as "that system or process by which the contents of the professor's notebook are transferred by means of the fountain pen to the pages of the student's notebook without passing through the mind of either."

The quiz or recitation system is not as bad as the lecture system, but it is still a complete reversal of what the proper relation between the professor and student should be. The time when the student most needs the professor is not after he has got or failed to get his lesson, but when he is studying. It is then and there that the obstacles need to be surmounted. But alas! That is the time when the professor is never present.

If the student is really what his name implies, much of his time should be taken up with quizzing the professors. In virtually every classroom, however, the professor is little more than a detective trying to find out the student's degree of unfaithfulness, and the marking system is the measure of his deficiency. Marks tend to become the objective of the student, and not the mastery of the subject. The student on his side tends to become a bluffer.

When I was in college there were two distinct groups connected with the campus—the faculty and the student body. Each had its own ideals. I gained nothing from my professors, for there was no provision for meeting them outside the formalities of the classroom. I acquired nothing of the poise, wisdom, and nobility that comes only with association with better men than myself.

I am still old-fashioned enough to believe that it is the professors who make a college great. And yet, how rare is a great teacher. I do not remember what any of my old teachers taught me. I only remember their personalities. It is personality and character that count in a professor, and not the knowledge on tap.

There are two types of professors now teaching in our institutions of higher learning. One derives his chief inspiration from knowledge, the other from life. One goes in for research, the other for teaching. The teacher-professors, however, are not the men who usually get the promotions or calls from other colleges. And yet these rare souls are the only ones who make any impression on the student. We are all familiar with the great teacher with the golden personality, who can make the most obtuse subject interesting, and the dullard who blights any subject he touches, even the most thrilling. I suppose that out of more

than fifteen thousand in the profession, there are only four or five hundred "great" teachers in the United States.

As our faculty expands at Rollins College I hope to invite only those professors to join our circle who have the nobility of character and the gift of teaching which alone can inspire youth.

If students are entitled to professors who can teach, are not the professors equally entitled to students who can be taught? How shall we get that kind of student? I have no patience with tests that simply determine the information a student may be able to retain in his memory a day or two after having crammed for that particular examination. I will leave it to any candid man whether mere memory and ability to cram are the chief ingredients in after life success. I would admit to college any student above the intelligence of a moron, and mature enough to carry on college work, provided only he was faithful and through faithfulness showed capacity for improvement. It ought not to be vital to success in college whether one improve quickly or slowly. We all have to start at some particular time and place and do the best with the faculties God has given us. He who keeps improving will surely amount to something and is worthy educating.

The psycho-analysts tell us that the quality of the intellect is fixed at birth and that about all each one of us can do is to force that intellect to work as best it can. By making our faculties function we form habits which develop our characters, which are in turn the basis of all success and happiness in life. Evidently, therefore, no person or institution can educate anybody. All true education is self-education.

As for the lecture and recitation system evils, our substitute at Rollins is the so-called "Conference Plan." There is a continuous consultation and co-operation between the teacher and the taught. Both mornings and afternoons are divided into two-hour periods. The morning periods are devoted to those subjects in which the student primarily improves his mind. The first period of the afternoon is devoted to laboratory or field work and the last period to athletics and recreation. The student's time in the evening is free, except when an inspirational lecture, a play or a debate takes place.

In some courses assignments for the year's work are made at the opening of college and a student progresses as rapidly as his inclination and ability permit. If he completes the standard course before the end of the year, he is free to quit the class and undertake advanced work. The plan is a sincere and concrete attempt to meet the wide-spread criticism of college instruction.

It insures faithfulness of study on the part of the student. The professor can easily detect the shirk. It relieves the student of the whip held

FIVE NOTABLE TEXTBOOK ADOPTIONS

Los Angeles—Rational Dictation

On April 20 the Los Angeles Board of Education adopted Rational Dictation for exclusive use in all Los Angeles high schools.

Milwaukee—Gregg Shorthand

On May 3 the Milwaukee Board of Education adopted the Gregg Shorthand Manual and Gregg Speed Studies for exclusive use in all the Milwaukee high schools.

San Francisco—Rational Typewriting

On June 26 the San Francisco Board of Education adopted the New Rational Typewriting, 1927 edition, for exclusive use in all the senior high schools of that city.

Des Moines—Rational Typewriting and Rational Typewriting Projects

On July 14 the Des Moines Board of Education adopted New Rational Typewriting, 1927 edition, and Rational Typewriting Projects for exclusive use in all Des Moines high schools.

Cleveland—Rational Dictation

In July Rational Dictation was adopted for use in all the high schools of Cleveland.

All five of these large city adoptions were made on the recommendation of teacher- and high-school-principal-committees, and after weeks and months of research and investigation.

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continuously over his head under the old system of never-ending outside preparation for recitations. When he completes his daily periods, like workers in shop and office, he is through.

The system tends to make the professor a "guide, philosopher and friend." It abolishes the lockstep, and lets each student progress as fast as his ability will allow. The relation of the student is thus primarily to his professor and not to his fellow-student. The student can meet man to man with the professor as he will in after life.

Recently twenty-two college presidents have declared that the greatest weakness of the modern college is that it has failed to bring inspiration to the student or encouragement to scholarship. It is believed that this "Conference Plan" not only inspires the students through longer and more intimate contact with the professors, but gives them a zest for learning that results in broader scholarship.—Commencement Address, Boston University.

Four-Leafed Clovers

By MARIAN L. GILL
Brooklyn, N. Y.

"Elizabeth, Elspeth, Betsy, and Bess,
They all went together to seek a bird's nest,
They found a bird's nest with five eggs in it,
They each took one, and left four in it."

BURGES JOHNSON once said that all the sermons ever preached could find their texts in Mother Goose. Yet Mother Goose here is not a preacher, but a psychologist, and a clever one.

Stevenson's story of Dr. Jekyll and Mr. Hyde is perhaps the best known fictitious instance of alternating personality. Mother Goose, with her Elizabeth, Elspeth, Betsy and Bess, who each went birds'-nesting successfully and still left four eggs in the nest, shows us a case like that of the celebrated Miss Beauchamp, who was a composite of four different personalities, a sort of human four-leafed clover.

The quaint old verse explains many things. "How could such and such a person ever do that?" we often hear. Such and such a person was just one of his many selves when "he did that." The Elizabeth, Elspeth, Betsy, and Bess in each one of us is the main reason why George Bernard Shaw said: "You never can tell."

John Ruskin was surely John when he wrote "The Theoretic Fallacy" or "The Pathetic Fallacy," but he most certainly was Jack when he wrote "The King of the Golden River."

Abraham Lincoln was Abraham when he delivered "The Gettysburg Address" and when he wrote "The Emancipation Proclamation," but he was Abe when he split rails, or sat with admiring cronies in country stores telling his homely jokes.

Theodore Roosevelt was Theodore when he shamed the nature-fakers and denounced the pure-food adulterators; but he was Teddy when he led his Rough-Riders, or chuckled with Penrod, a boy again, with another boy for a companion.

Eugene Field tells of a boy who was a quadruple personality, a boy who sang of himself:—

"Father calls me William,
Mother calls me Will,
Sister calls me Willie,
But the fellers call me 'Bill.'"

Elizabeth, Elspeth, Betsy, and Bess are one, yet four; and so are William, Will, Willie, and Bill.

That is why teaching always has been and always will be a hard job. A teacher may see a class of forty sitting before her, but four times forty are really there. How can she ever reach all these, appeal to, organize, interest, blend and harmonize so many different personalities?

Childhood is universally considered the period of maximum plasticity. In the period of infancy and early childhood the importance of building the proper thoughts and habits and developing the right attitudes is all important.

The Elizabeth, Elspeth, Betsy, and Bess, the William, Willie, Will, and Bill in each little child endow them with infinite possibilities. Each leaf of a human clover is a leaf of promise. How can they each be nurtured so that they will form themselves into one perfect whole, and all the child's infinite potentialities be realized?

That is the question which either the Elizabeth, the Elspeth, the Betsy, or the Bess in each teacher must solve. Let them all go birds'-nesting together. Perhaps one of them may be able to bring back the answer. May she somehow contrive to mould the four leaves into one rare whole, into a human four-leafed clover, an ever-blooming symbol of good-luck to itself and of good-fortune to the land in which it grows. If she can do this she is a good teacher.

There is just a little danger that the Project Method as applied to curricular organization may prove to be the next great pedagogical fad. —Ross L. Finney, University of Minnesota.

Washburne at His Best

[Washburne's Individual Arithmetic. By Carleton Washburne, Emma J. Koepke, Clauda Rogers McAfee and Frieda Barnett, all of Winnetka, Illinois. Kraft Binding. World Book Company, Yonkers-on-Hudson, New York.]

CARLETON WASHBURNE, of Winnetka fame, presents his vision of individual school work elaborately in five books. There are five pupils' books in arithmetic of about one hundred pages each. Book One deals with addition and subtraction of whole numbers. Book Two applies addition in problems and in various other ways and deals with reading and writing numbers to 10,000. Book Three applies subtraction in problems and in measuring lengths. It introduces Roman notation. Book Four deals with simple multiplication. Book Five deals with the multiplication of larger numbers and short division.

There is a test book for all examples and problems in the five books.

There is a correction book for examples and problems in the five books.

There is a key for test book for all five books.

There is a teachers' manual for all five books. This makes all the work entirely clear and easy for any teacher.

In all there are nine books for everything through simple division, but they are small and inexpensive.

Mr. Washburne has been eight years in the perfection of these books. All of the teachers of Winnetka have been ready to help in every way, and he has had the advice of specialists in modernizing the learning of arithmetic so that the learning of arithmetic in the first three grades should be letter perfect.

Carleton Washburne has made Winnetka world-famous by magnifying the idea of attention to individual pupils. The fame of Winnetka through Washburne is somewhat like Quincy through Francis W. Parker. He has been in Winnetka about as long as Colonel Parker was in Quincy, Massachusetts. It will be interesting to see if Carleton Washburne can develop a future comparable to that of Colonel Parker.

Youth

O youth, with eyes that gaze afar
To where the glittering prizes are,
O youth, with spirit all aflame
For honest worth and noble name,

Forget not in your eager thought
The deeds that must today be wrought,
And heed what all the sages say:
"We build tomorrow on today."

—Denis A. McCarthy.

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Traveling Through Tropical Isles

[*Third Article*]

By L. H. PUTNEY
Boston

The Virgin Islands of the United States.

A BEAUTIFUL tropical day is drawing to its close. We are sitting in the little Emancipation Park at St. Thomas in the shadow of what is probably the only monument to a crowned head over which waves the Stars and Stripes—King Christian IX of Denmark, who gave freedom to the slaves in the Danish West Indies in the very year that gold was discovered in California. Barely a decade has elapsed since the red and white Dannebrog was lowered from yonder pole and supplanted by the Stars and Stripes to symbolize the transfer of the islands to the tender mercies of the United States.

For the huge sum of $25,000,000, an amount, by the way, out of all proportion to their intrinsic value, Uncle Sam acquired sovereignty over St. Thomas and the neighboring islands of St. Croix and St. John, together with some fifty rocky islets for the most part wholly uninhabited. To the entire group has been given the name the *Virgin Islands of the United States,* in order to distinguish them from Tortola and the rest of those British islets which since the days of good "Queen Bess" have been known as the Virgin Islands.

All told the total area of this last acquisition to America's domain is only about 140 square miles, less than that of the City of Chicago and barely one-third that of Los Angeles. Although St. Thomas is the most important island from a political and commercial standpoint, St. Croix is the largest and most valuable economically. According to the last census the population of the entire group was about 26,000, all but a few hundred of whom were negroes of varying shades of blackness, and with a speech strongly suggestive of the South Carolina rice fields. However, the population is diminishing almost as rapidly as it is increasing in Porto Rico, and today is said to be not over twenty thousand. Although many of the negroes have crossed over to Hayti and Porto Rico the great magnet which attracts them is New York.

St. Thomas, the *Charlotte Amalie* of former days, is a little town of perhaps 7,500 persons. It is built along the crescent-shaped shores of a beautiful hill-encircled harbor, with some of the bluest water you can find if you hunt the whole world over. Of all the harbors that we have seen, and they have been many, it is hard to find one which excels St. Thomas's in beauty, especially when viewed in the deepening shadows of the departing day from the hills overlooking the town. The place is distant some forty miles from the little port of Fajardo at the extreme eastern end of Porto Rico, and barely seventy-five from the crowning parapets of El Morro at San Juan. The steaming distance to New York is 1,442 miles, and to Cadiz in old Spain, whence Columbus set sail for his Western adventure, some two thousand more.

Most interesting indeed is the history which is wrapped up in these specks of land. Discovered by Columbus on his second voyage to the New World, for a hundred and fifty years they were left in the undisputed possession of their Carib inhabitants. Then for a century and a half they continually reacted to the political kaleidoscope of Europe. At first claimed by the Dutch, they soon aroused the envy of other powers, and by 1671 St. Thomas had passed under the countrol of the *Danish West India and Guiana Company,* a trading corporation which had been organized at Copenhagen to win for Denmark a share of the rich American trade, while St. Croix, after being the football of England, Spain, and France for twenty years, had finally been committed to the Knights of Malta, from whom it was bought by the Danes in 1733. During the American Revolution the islands were visited by the French fleet of Count de Grasse, and according to tradition one of the frigates wasted many rounds of good ammunition shooting at a rocky islet off St. Thomas, which in the darkness had been mistaken for an enemy ship. Later, during the Napoleonic Wars, St. Thomas, and St. Croix as well, were captured by the English, only to be handed back to the Danes in the settlement made at Vienna.

Even more romantic are the legends connected with piracy. St. Thomas boasts two old stone towers which tradition would have us believe were the haunts of none others than Blackbeard and Bluebeard of such ill-savored memory. It does not tell us, however, whether it was here that the former gentleman kept his fourteen wives. If it was, weird indeed must be the tales that the old tower could relate, when we recall that the favorite amusements at sea of this cut-throat were to get his companions down into the hold and half-suffocate them by setting fire to brimstone matches, and to entice them into his cabin and then shoot off his pistols at random in the darkness.

Although a Danish colony, English was always the language spoken in the Virgin Islands, due no doubt to the fact that so many of the neighboring islands were possessions of England. In this connection it is interesting to find that last year the oral English tests given by the Depart-

ment of Education in Porto Rico showed that the best results were being obtained at Fajardo, which is the nearest Porto Rican town to the Virgin Islands. But the fact that English was the spoken language does not mean that Danish words were not in common use, for even today the streets in St. Thomas are called *gades;* for example, Dronningens Gade, Norre Gade, and Kronprinces Gade.

The official currency of the islands is still the Danish dollar consisting of five francs and worth ninety-six cents in United States money. Although all civilians in the employ of the government are paid in this money; it is not accepted at the post office or by the customs collector. And by the way, it is surprising to most Americans to find that all goods brought from the United States are subject to a customs inspection, and unless manufactured there are required to pay duty, in spite of the fact that the islands are one of our country's possessions. It is such things as this that cause one to feel there is some truth in the statement which was made to us on our previous visit to St. Thomas—"For all practical purposes this is a foreign country. The only thing that we have is the flag."

For administrative purposes the Virgin Islands are divided into two districts, one consisting of St. Thomas and St. John, and the other of St. Croix. At the head of the government in each district is a secretary, who is assisted by a council which is partly elective. Over the whole group of islands is a governor appointed by the President of the United States. The governor together with the secretaries and most of the higher administrative officers are naval officials. Unfortunately for the islands the entire naval personnel is changed every two years. All the under officials, such as the district judge and director of education, are appointed by the governor and hold office at his pleasure. As a result the government is honeycombed with snobbishness, and the civilian officials are continually made to feel that they do not take rank with their naval associates. They dare not protest, however, for that would be equivalent to cutting themselves off from their jobs. What makes the situation especially bad is the absence of anything resembling frankness between the governors and the heads of the several departments which happen to be under civilians, for invariably these men are required to go to the secretaries with the most important questions, although the latter are often without jurisdiction, and can only serve as "go-betweens." It makes us think of that crazy old New Englander, known as Lord Timothy Dexter, who would not hold direct conversation with common folks.

[To be continued.]

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Personal and Professional

EDWIN H. SCOTT, dean of Georgia State College for Women, registrar of the College, and director of the College Summer School, was the recipient of the degree of Doctor of Science from the State University at the recent commencement. It was an especial "recognition of his record as an educator and civic leader."

The following is the record of Edwin Hubbard Scott as presented at the time of his recetpion of the honor:—

"Graduate Massachusetts Agricultural College, Bachelor of Science, 1906; student, summer sessions, Dartmouth College; Master of Science, Dartmouth College, 1914; Phi Kappa Phi Fraternity; instructor, High School, Northampton, Mass.,; principal, evening school, Northampton; registrar and instructor, Massachusetts Summer School of Agriculture for Teachers; instructor in pedagogy of agriculture, Connecticut Summer School for Teachers, Storrs, Conn.; instructor in agriculture, George Peabody College for Teachers, summer school, Nashville; head, Department of Agriculture, University of Virginia, summer school, 1913-1919; professor of agriculture and biology, Georgia State College for Women, 1908-1928; registrar, 1910-1928; dean of the Teachers College, 1925-1928; director of summer school, 1926-1928."

Dr. Scott has had exceptional service, always highly successful, in New England, in Tennessee, and in the Atlantic South. We know no one else with the same scholarly equipment or professional experience.

JOHN FRANKLIN WEST has accepted the superintendency of Albany, near Oakland, California. This is a delightful school system with the tonic professional atmosphere of San Francisco, Oakland, Berkeley, and Alameda.

Mr. West's work has been in Southern California until he went to Columbia for graduate work. He will be warmly welcomed by the educators of "The Bay."

MARION WADE DOYLE (Mrs. Henry Grattan Doyle), whom the Washington, D.C., District Supreme Court has appointed on the Board of Education, District of Columbia, is a native of Cambridge, Massachusetts, a graduate of the Cambridge Latin School, a graduate of Radcliffe College with academic distinction. Taught in the Cambridge High School and the Rindge Technical School of Cambridge. She is president of the District of Columbia League of Woman Voters, secretary of the National Club of the American Association of University Women. Her husband is dean of men of George Washington University, has been president of the School Masters Club of the District of Columbia, and is recognized nationally as one of the ablest collegians in the field of modern languages. He has been the editor of the Department of Modern Languages, reviewing all modern language books for the Journal of Education since he graduated from Harvard University.

HERBERT S. UPJOHN, who was assistant to the late Mark Keppel, has been appointed acting superintendent of Los Angeles County. Twelve years ago Mr. Upjohn, then principal of South Pasadena High School, entered the county service with Mr. Keppel, who always held him in high esteem.

RICHARD NORMAN OWENS has recently been appointed professor of accounting and business administration in George Washington University in its "School of Government." He will offer courses preparing for executive positions in national, state or municipal government, the foreign service or private business. He is a graduate of the University of Missouri, with graduate work in the University of Chicago. Following his graduate work in the University of Chicago, Professor Owens engaged in research work with the Institute of Economics in Washington, publishing in co-operation with C. O. Hardy of the institute, a study of interest rates and stock speculation. Following this he was assistant professor of economics at Washington University, St. Louis, for a time before going to Emory University, Atlanta, as associate professor of business administration. He will place this new department at George Washington University on as high level as anything in the country, making use of conditions nowhere equaled for such study.

W. W. PARKER, of the Missouri Teachers College at Warrensburg, succeeds Principal J. P. Battenburg, Alva, Oklahoma, State Teachers College. Professor Parker is one of the outstanding men on the faculties of the State Teachers Colleges of Missouri, and the promotion is well deserved.

MRS. EMMA WOODS, teacher in the Cedar Heights elementary school, Cook County, Illinois, has an enviable record in results in arithmetic. Four of her seven pupils had 100 per cent. perfect, two received 99 per cent., and the other one 98 per cent. There were 40 per cent. failures in the eighth grade in the group of schools in which Cedar Heights is.

EDUCATION IN ACTION

Warning of Diseases Heralds School Opening

As the schools of New York State open, the State Health Department has issued a warning that contagious diseases contracted during vacation frequently cause school epidemics. "At this season," the bulletin states, "it is very important for mothers and fathers to work with the local health officer and family physician in trying to discover and isolate cases of childhood diseases. It is particularly important to do this in any family where some child will soon be starting off to school. Then the school, when it opens, will not become the centre for the spread of an epidemic of some contagious disease through the community."

Chicago to Build Schools by Dozen

Twelve elementary school buildings of a uniform style are on the list which the Chicago Board of Education has approved as part of a $48,600,000 building program, the largest in its history. Junior and senior high schools, also standardized, make up a baker's dozen on the same order list. Large scale production of school buildings, according to the school architect, will make possible important economies.

Physical Training Teachers Often Given Added Duties

Approximately thirty-three per cent. of the specialists in physical education employed in schools and colleges of the United States teach some academic courses in addition to their own special work. More than half of the applications received at the University of Illinois for specialists in physical education call for men who are able to teach some academic subject in addition to physical education.

A New Schoolhouse Where 44 Lost Lives

Bath, Michigan, has dedicated its new $75,000 school, the James Couzens Agricultural School, which has risen to replace the building destroyed a year ago by Andrew Kehoe's dynamite. When Kehoe dynamited the building, killing himself with forty-three others, he all but wrecked the village, financially. Bath, with its children dead in nearly every home, faced in its personal sorrow the material task of building a new school before the old one was paid for. Senator James Couzens then offered to finance a new building, and offers of help came also from other quarters. In the foyer of the building is the bronze figure of a little girl, with a kitten under her arm. It is Bath's memorial to the victims of the blast; it symbolizes, too, the reassertion of Bath's unbroken spirit. School children in all parts of the state contributed the pennies, nickels and dimes that purchased it.

Business Surveys Aid Commercial Education

Recent commercial occupation surveys and researches contributed more than all other factors to the progress of commercial education during the biennium, declares J. O. Malott, specialist in commercial education for the Federal Bureau of Education. The facts obtained merely from the surveys have resulted in a better understanding of the needs of those who are preparing for business occupations. These studies have given direction not only to the program of commercial education and training, but to the programs of guidance, placement, follow-up and extension education. The surveys of the Cleveland Foundation, of the Rochester Chamber of Commerce, and the junior and senior commercial occupation surveys in a large number of cities removed the vagueness about the distribution of the workers in the various commercial occupations.

Reform School Inmates Increasing

The number of boys in industrial schools for delinquents is increasing more rapidly than the number of girls, according to figures by the Federal Bureau of Education. Reports show an increase of 28.6 per cent. in all inmates since 1922, the increase for boys being 30.2 per cent. and that for girls being 23.5 per cent. White inmates have increased 31.4 per cent. in the last five years, and colored inmates have increased 25.7 per cent. The total number of inmates reported for 1926-27 is 84,317, of which number 65,174 are boys and 19,143 are girls. Of the total number of inmates 72,803 are white and 11,514 are colored.

Students Arrange Big Tour Scheme

Tours arranged by the National Union of Students of England for the long vacation include walking tours in Austria, a walking tour in Ireland and another in Britanny, which will be guided by French students. There are also attractive tours to Czechoslovakia and to the Baltic countries, where Lithuanian, Latvian, Estonian and Finnish students will receive some of their English fellows. The National Union of South African students has invited fifty European students to visit them. A similar tour is to America. In order to give an opportunity to those who are interested in farming to visit Canada, the union, in conjunction with the Canadian Pacific Railway, is again organizing a harvesting tour during August and September.

Geography Students Are Touring Mexico

A new method of teaching geography has been put into effect with the arrival in Mexico City of Professor Robert S. Platt of the University of Chicago and fifteen of his students. The members of the party, traveling in a special car, are making a trip through Mexico. Their program includes study of details of regional crop raising and methods employed, irrigation and topography. The party will devote several weeks to the Valley of Mexico and will visit all parts of this great agricultural section of Mexico. On the way to Mexico City they stopped at Bermajillo to inspect the extensive cotton plantation of the Tlahualilo Company. The group will return to Chicago in time for the opening of the fall term.

College Explains Its Fund Position

No other state in the Union so seriously fails to provide public higher educational opportunities for its youth as does Pennsylvania, according to a statement by Pennsylvania State College officials in connection with the proposed college $8,000,000 bond issue for new buildings that is to be presented to voters next November. In the decade 1916 to 1927, the period during which the present increased demand for higher educational opportunity got underway, the State College of Pennsylvania, it is declared, received less than $500,000 for building purposes. In the same period in twelve other states building appropriations to public higher educational institutions averaged $6,750,000.

Prefer Teaching To Chicago Jobs

"It was a wonderful experience, but we don't want any more of it." This summed up the view of twenty-four girl students from universities and colleges in thirteen states who appear to have made a collective bet with their Alma Maters that they could be dumped into Chicago, which the majority never had visited, could get jobs and make their own living. This was to be accomplished without recommendations, letters of introduction or the lure of feminine graces. The experiment was in unskilled labor and was to extend over six weeks. The girls won the bet, but now they say: "Give us teaching school rather than industrialism in Chicago." One of the rules of the struggle was that all earnings should be pooled, all expenses paid from the pool and if any dividends were earned they were to be paid on twenty-four shares of stock. The first three weeks they broke about even and there were no dividends. The fourth week they earned a dividend of $1.73, after expenses and depreciation were deducted. The last two weeks there were total dividends of $3.50 each, after all expenses. Total dividends were $5.03 each for six weeks. Depreciation consisted in wear and tear of clothing. Nineteen of the girls got jobs the first day. One girl had to search steadily four days before she finally got a job in a bindery, where she worked nights—forty-eight hours in five nights. The experiment was conducted under the auspices of the National Student Council of the Y. W. C. A., to which organization a report is being given by the girls. State universities represented were: Oklahoma, Minnesota, Nebraska, Kansas, Wisconsin, Indiana, Arkansas, Michigan, Illinois, and Iowa State Teachers' College; and Oberlin College, Cornell College, Grinnell College and Kansas Wesleyan.

Curb on Child Labor Filling Schoolhouses

Reduction of child labor is sending the younger generation in America to school to an extent unparalleled in the world's history, Professor Henry C. Morrison of the University of Chicago recently declared. "Over eighty per cent of the group between five and seventeen years of age in the continental United States is now enrolled," he said. " The high school enrollment is about half as large as it could possibly be on our present population basis, and the college has gained four fold on the total enrollment in the past thirty years. This development is the consequence of the release of young people and children from industry. There has resulted a great improvement in the bargaining power of labor and a corresponding increase in the producing power of the wage-earner. The increase in enrollment in high school and college is likely in the long run to go much farther."

McGills Lay Claim To Education Record

The McGills of Arkansas claim a world's record in education. In a family of eleven, sons and daughters of M. W. McGill, of Camden, Ark., all are graduates of advanced schools, and ten of the children have university degrees. The only one who is not a full university graduate, C. W. McGill, was graduated from the Jagaman Watchmaking School of St. Louis in 1908. Dr. A. G. McGill, an X-Ray specialist, was graduated from Tulane University in 1906 and from Vanderbilt in 1916. The nine other members of the family attended the University of Arkansas.

Lauds Marriage Of Students

Student marriages are raising the grade standard and are helping to solve the problem of campus "wildness" at the University of Iowa, in the opinion of Robert E. Rienow, dean of men at the university for the past fifteen years. The number of married couples at the university recently has shown a large increase, according to Dean Rienow. Last year there were 235 married couples in school. "Sincere affection, economic reasons, and a desire to settle down, were responsible for practically all of the unions," Dean Rienow says.

Sees Aid to Reading In Radio and Films

Reading tastes and habits of the American people are improving steadily, despite the radio and motion pictures, Dr. Charles C. Williamson, director of the School of Library Service at Columbia University, said. "In fact, these two influences encourage, rather than discourage reading, for many persons become anxious to read famous books after having been introduced to them through the microphone or the screen," Dr. Williamson said. American libraries are more important sources of culture and information than ever before, he declared, due largely to increased reading, greater thirst for knowledge and improved education facilities.

Cost of Schools In New York City

Maintenance and expansion of New York City's public school system in the calendar year 1927 cost $125,258,403, according to the annual financial report of the Board of Education. The expenditures left a balance of $28,428,529 on December 31, 1927, including $14,000,000 set aside for salary increases effective January 1. The greater portion of the balance consisted of funds appropriated for a capital outlay, which had not been expended during the year. The expenditures were $92,090,038 for cost of instruction; $4,174,747 for maintenance; $5,799,766 for operation; $2,425,478 for administration; $18,059,254 for capital outlay, and $2,709,127 for auxiliary agencies. In the last five years, the report shows, the cost of instruction and operation has been increasing, while the cost of maintenance and administration has decreased.

Education In Portugal

Education in Portugal is not popular with the masses, about seventy per cent. of the people being quite illiterate. This is partly due to the fact that attendance at school is not compulsory. There are many Government infant schools, but the children of the poorer classes do not frequent them much, while the children of parents in better circumstances are educated at home until they reach the age of admission to the lyceums (ten years). The teaching in the lyceums is good, while superior education is better still. Education in Portugal is generally confined to boys. There are lyceums and other schools for girls, but it is only recently that parents have awakened to the fact that education is as necessary to them as to their brothers. Most girls are educated at home, rather fitfully and vaguely, but as long as they can speak English and French little more is required of them.

Schools Show Truancy Drop

Adjusting the school to the various types of children—rather than adjusting the children to the school—is part of the system of education as developed by the New York State department of education. Not very long ago, said Charles L. Mosher, attendance director of the department, a child was subject to an inflexible course of study from the first grade to high school graduation; and in that period education literally was shoved into his head, no allowance being made for mental ability or emotional adequacy. "But this system," explained Mosher, "after years of study, has changed and will continue to change. Adjusting every year of school to the child means greater power. We are still troubled to some extent by such factors as foreign-born parents and economic hardships making for illegal absences, but the truant of the old type who stayed out of school as an expression of rebellion against the order of things has disappeared."

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TREND OF THE TIMES

PHYSIOLOGIC BASIS of sleep remains unsolved, declares the Journal of the American Medical Association in commenting on the various theories of sleep and experiments and studies carried on by Dr. Nathaniel Kleitman at the University of Chicago. "There is no lack of theories of sleep," the Journal asserts. "The onset of sleep is probably due to complete muscular relaxation, voluntary or involuntary."

BABIES' SORE EYES cases have dropped sixty-four per cent. since 1908, according to the National Society for the Prevention of Blindness. The organization claims this as its greatest achievement during its twenty years of existence. Complete eradication of this cause of blindness, once the most prolific of all causes, is said to be scientifically possible.

WORLD-WIDE standardization movement participated in by twenty great industrial nations, including Germany, England, France, Japan, Soviet Russia and the United States, organized through national and international bodies and encouraged by governments, is now affecting all manufacture from the one-man shop to the giant factory. Continual contact is maintained between the twenty national standardization bodies, with the constant exchange of standards and specifications for use in commerce.

ALBANIA has changed from a republic to a monarchy. Ahmed Zogu, president of the former republic, was proclaimed king, under the name of Scanderberg III. Politicians in Yugoslavia are wondering to what extent Italy, which in a special sense is Albania's mentor, has encouraged the kingly aspirations of Ahmed Zogu, and other European powers are expected to join Yugoslavia in looking askance upon the change. The population is about equal to that of Cincinnati, Ohio, while the area is smaller than that of West Virginia.

MUNICIPAL CATS make life miserable for the rats of Havre, France. A service is specially installed for the loan of cats belonging to the municipality, which continues methodically to rid the town of rats. Every year a professional and official rat-chaser is appointed, who organizes the warfare and supervises the municipal cats.

"COMPENSATABLE" ACCIDENTS to workers in the United States have increased more than thirty per cent. in the last ten years, although standardized accident prevention methods applicable to every industry have been available. Increased speed of production, the almost universal use of complicated machinery, the indifference of the small employer to safety problems and the indifference of the worker himself are to blame.

FORGERY, which has written so many stories of lawbreaking into the dramatic chronicles of crime, is still a major activity among American criminals. Estimates of the amount taken from American business and private individuals by forgers in the course of a year place the total as high as $200,000,000. The forger has found that, if he cannot raise, alter or otherwise manipulate a check, he can duplicate it through the elaborate mechanical facilities at his command.

HINDU WOMEN will soon be granted an equality status throwing into the discard their age-long subordination, according to recent dispatches from Bombay. A program of equal rights for women, registering the most important and farthest reaching reform ever attempted in Hinduism, has been drafted by the Bombay Conference and is expected to be enacted shortly.

LIFE INSURANCE distribution in 1927 rose to the new record total of $1,746,105,557, as shown by the life insurance edition of the National Underwriter. This is a gain of $160,464,432 over 1926 and includes $947,549,073 represented by death claims, matured endowments, annuities, disability claims and additional death benefits and $798,556,484 in payments for premium savings, dividends and for lapsed, surrendered and purchased policies. The largest payment was to the estate of a West Virginia wholesale grocer, amounting to $2,159,000.

DESPITE CONDITIONS indicated by the rise in the number of unemployed to 1,282,900 British wealth so increased that it applied to new investments in the first half of 1928 about $200,000,000 more than in the same period last year, the total being $1,052,500,000.

The BOOK TABLE

THE HUMAN BODY AND ITS CARE—HEALTH AND HAPPINESS SERIES. By S. Weir Newmayer, M. D., and Edwin C. Broome, Ph. D., LL. D., Superintendent of Philadelphia. Cloth. Illustrated. 314 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

It is a high tribute to the educational vision and professional devotion of the present that there are skilful scientific, brilliantly artistic and personally captivating books for children in school to use in the promotion of health and happiness, and none of the many series are more attractive or more valuable for creating and maintaining health than the books prepared by Newmayer and Broome.

PARENTS AND TEACHERS. A Survey of Organized Co-operation of Home, School and Community. Prepared Under the Auspices of the National Congress of Parents and Teachers, and edited by Martha Sprague Mason. Cloth. Illustrated. 317 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The evolution of the Parent-Teacher movement into "The National Congress of Parents and Teachers" is one of the most important social creations of the last quarter of a century, and this is the first general summary in book form of this important movement and the resultant organization. In the last seven years the membership that pay dues went from less than 200,000 to 1,250,000. This is really the most marvelous dues-paying membership of any organization in the world.

We have attended several State Associations and a meeting of the National Association, and we have never attended any state or national meeting where every speaker had her feet on the ground, where every problem was vital, where there was the same devotion and singleness of purpose, the same freedom of opinion, without any entanglements.

In this volume the general articles are by Henry C. Morrison, Sarah Louise Arnold, Payson Smith, Joseph Lee and Luther A. Weigle, than whom there are no five educational leaders whose names could signify more in a cause like this.

EDUCATIONAL PSYCHOLOGY. By A. M. Jordan, University of North Carolina. Cloth. 460 pages. New York: Henry Holt and Company.

A highly important feature of this book is its insistence upon confining the study of psychology for school use to a knowledge of children of school age.

The general background of the book is the conventional attitude of educational leaders and rather rigidly avoids the temptation to appeal to the interest of teachers by magnifying individualistic and eccentric detours. On the other hand there is a strong personal element when it comes to the use of psychology in dealing with children in school, especially when a child reveals need of special attention because of special intellectual, emotional and volitional characteristics.

This is distinctly a book to help teachers in dealing with real children rather than a book to promote controversial discussion.

APTITUDE TESTING. By Clark L. Hull, University of Wisconsin. Cloth. 550 pages. Measurement and Adjustment Series. Edited by Lewis M. Terman. Yonkers-on-Hudson, New York, Chicago, Boston, Atlanta, Dallas, San Francisco, Portland, Oregon, and Manila: World Book Company.

This is the eleventh volume in the Terman Measurement and Adjustment Series, which suggests the extent of this science. The price of these eleven books is $22.52, which also suggests the seriousness of any attempt to specialize in this new educational specialty if one merely uses the books in one series. The point of view and general scope of the book may be judged from the fact that scholastic, vocational, temperamental, sensory and motor, and other types of tests are discussed and many topics of general interest are included. This is the work of an expert and embodies the results of many years of fruitful research. Although the book is concerned most directly with the testing of special aptitudes, it may be useful as a basic test, inasmuch as the principles involved are for the most part common to the entire field of psychological and educational measurement.

TESTS AND MEASUREMENTS. By Henry Lester Smith, Dean of School of Education, Indiana University, and Wendell William Wright, Associate Professor of Education, Indiana University. Cloth. 550 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

"Tests and Measurements" are such a complex function, both in purpose and in performance, that there is need of new approaches from new angles. It was easy to believe that only specialists could test and measure. It is equally easy to understand that they will never be acceptable as a phase of public school activities until they are so clarified and simplified that they can be used by teachers to determine certain everyday results.

Dr. Henry Lester Smith, who has always been guided by common sense, in this book has faced a vital problem in all tests and measurements, namely, that there is slight value in knowing what a student does not know and cannot do unless he is, in consequence, helped to learn what he needs to know, and to do what he needs to do.

The authors make an important statement of the situation which they planned to meet, and we think they have met the situation quite nobly.

In a recent bibliography approximately eight hundred standard tests are described. Many of these tests are crude and poorly adapted to use in the classroom. Some method must be set up for evaluating tests by the teacher. This book not only attempts to call special attention to various good standard tests, but also to set up a method of evaluating tests. The wide use of informal objective or new-type examinations makes it necessary that teachers, supervisors, and administrators understand the guiding principles and the technique underlying their development.

BOSTON THROUGH THE AGES. The Geological Story of Greater Boston. By Irving B. Crosby. Cloth. Profusely illustrated. 166 pages. Boston: Marshall Jones Company.

This is the first complete school history of Boston for the millions of years before the seventeenth century. It is such an interesting account of the volcanoes, earthquakes and great floods which made Boston and the country round about, which made the granite of Quincy, the slate of Squantum, the puddingstone of Roxbury and Dorchester, that the book should be studied by children. It is as fascinating a study of the way nature made Boston in millions of years as of the way human nature has made Boston in 300 years.

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Blood From Turnips

"Where did you get this wonderful billing system? It could extract money from a Scotchman."

"I simply compiled the letters my son sent me from college."—Georgia Cracker.

Putting It Over

Pat—"Well, Mike, I fooled the boss today."

Mike—"How's that?"

Pat—"Well, I carried the same hodful of bricks up and down the ladder all day, and the boss thought I was working."—Two Bells.

A Warning

"Hey, Mike," said a workman to the other atop, "don't come down on the ladder on the north corner, I took it away."

Doomed to Fight

"And what are you going to call him," asked the doctor of the happy father.

"Reginald D'Arcy."

"That's rather an uncommon name, isn't it?"

"Yes. But I want him to be a boxer."

"I don't see the connection."

"Oh, that's easy. Look at the practice he'll get at school with a name like that."

Same to You

Father O'Hanlon, of Dubuque, was passing down the street when he noticed one of his parishioners digging in a trench, while a little way off stood a swarthy superintendent.

"Well, Pat," said his reverence, "how do you like having an Italian boss?"

Pat looked up, and, mopping his brow, replied:—

"Faith, father, how do you loike havin' one yourself?"—Boston Transcript.

A Wasted Rebuke

The Mrs.: "Look here, Bridget, I can write my name in the dust on this chest."

Bridget: "Gawsh, Ma'am, ain't edjewcashun grand!"

His Location

Jones picked up the Alumni Bulletin and was astounded by seeing an announcement of his death. He immediately rang up a friend.

"Bill," said he, "have you seen the notice of my death in this week's Bulletin?"

"Yes," replied Bill, "where are you speaking from?"

A Big Reason

The prisoner was asked why he beat the victim.

"Well, judge, he called me a rhinocerus."

"Umph! Rhinocerus, eh? When did this happen?"

"Jess about three years ago, jedge."

"Three years ago! Why did you wait until today to get even then?"

"Well, judge, de facts am dat I never seed no rhinocerus until dis mawnin'."—Wright Engine Builder.

The Long and Short of It

Schoolmaster—"How is it you've written only ten lines on milk when the others have done pages?"

Pupil—"I wrote mine on condensed milk, sir."

She Knew Dorothy

The visitor—"What an innocent looking face your little girl has!"

Hostess—"I hadn't noticed it. Dorothy, what have you been doing?"—London Answers.

The Right Seats

Heavy Stranger (returning to theatre after interval)—"Did I tread on your toes as we went out?"

Seated Man (grimly) — "You did, sir."

Heavy Stranger (to wife)—"That's right, Matilda, this is our place."

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JOURNAL MAIL BAG

Isya Didya Greek?

Editor, Journal of Education:—

The Boston Transcript presents to readers in the East this question, said to have been the query of one co-ed to another at the gate of a Negro college in the South: "Isya didya Greek?" Leaving aside discussions about authenticity, the question gives food for serious thought. The Transcript finds educational value in this "hitching of the wagon to a star," but some will question whether with shaky body and defective runnning gear such procedure is logical, save of course in the frictionless ranges of interstellar space.

Much is said today about the increasing cost of education and there are many who decry special studies with their special instructors, rooms and costly equipment. There are many who would not be in favor of trying out Greek with Chlo and Liddy, but would insist on their returning to a vigorous consideration of the three R's.

On the one hand, it is true that this older training gives a firm foundation on which to build, but it is to be remembered that as steel and concrete have changed the methods of construction, so the mechanical adder and other devices make the demand for pencil and paper arithmeticians less pressing.

Conservatives will insist that there is waste in teaching girls dressmaking, millinery and manicuring at public expense, and boys, printing, woodworking and auto repairing; while the progressive argue that these are future occupations for the students, and the people will be better served if they are properly grounded.

"Isya didya Greek?" is potentially a starting point for much helpful discussion in outlining future school programs.

Very truly yours,

John Ritchie.

Malden, Mass.

Calcium in the Diet

Editor, Journal of Education:—

One of the important elements in the diet of school children, which is often neglected, is calcium or lime, which furnishes the substance of the bones and teeth and acts as a stimulant to the heart.

Our best source of calcium is milk. But milk has very different values according to the amount of sunlight which it has directly or indirectly received. It varies with the food of the mother and it increases (with cow's milk) when the cattle are grazing the fields.

We are apt to think of the preservation of the teeth as largely due to keeping them clean with a tooth brush. In the Peabody Museum of Harvard there are ninety-six skulls which were brought over from Iceland by Stefansson. These are all skulls of the ninth and tenth centuries. Each of them has thirty-two perfect teeth with no defects except one mechanical injury. These Icelanders of these far off centuries had no tooth brushes or dentists, but lived largely on eggs and milk.

The main factor in producing good teeth in a child is the food of the mother during the time of gestation and nursing. While we should not neglect the use of the tooth brush, it is our food which is the largest factor in the preservation of our teeth. The teeth were made for vigorous mastication and we should all have in our food something to give them exercise, such as crusts of bread or other hard substances.

Professor Snedden of Columbia University, in a lecture to the general student body last summer, said that he had never been to a dentist although he was fifty-nine years old, and that his teeth were in perfect condition. He attributed this to the exercise which he gave them during his childhood and teens by chewing spruce and other hard gums. He believed that if all children chewed gum for an hour a day their teeth would be in better condition.

Many infants should have three doses of cod liver oil a day. Cod liver oil is one of our best-known methods of preventing rickets and causing the deposition of lime in the bones. It seems to be a form of canned sunlight and acts in much the same way.

Sunlight penetrates the deeper tissues and causes calcium to be deposited in the bones. At Cornell University a year ago last summer they were carrying on an experiment with chickens. These chickens were kept in the basement where they had no sunlight. They received an adequate supply of food, but in spite of it, all developed rickets of the worst kind. Their legs were too weak to support their bodies, their breast bones were deformed, the cockerels had bloodless, nearly white combs, and the feathers of all lacked the natural gloss. These deformed and spiritless chickens were then taken out and exposed for seven minutes a day to ultra violet light. The result was almost miraculous. Their legs straightened out, their feathers became glossy, the combs of the cockerels turned red, and all became as active and spirited as other chickens.

Diet consisting of lean meat, sugar, potatoes, and white bread lacks several essential elements for proper nutrition. The addition of a quart of milk a day and a certain amount of fruit and green vegetables is essential. Sunlight is extremely important. Children with rickets or tuberculosis of the bone may be cured by exposing them to its healing rays. Some of the new hospitals for treating bone difficulties are being equipped with the alta glass which admits the ultra-violet rays. But at many of the orthopedic hospitals during the pleasant weather the children are kept out-of-doors most of the day wearing nothing but a clout.

Very truly yours,

Henry S. Curtis.

Director of Hygiene and
Physical Education,
Olivet, Mich.

Meetings To Be Held

OCTOBER.

1-5: Playground Recreation Association of America, H. S. Braucher, 315 4th Avenue, New York City, N. Y.; Atlantic City, N. J.

4-5: All-State Conference for Vocational Homemaking Teachers, Western Illinois State Teachers College, Macomb. Adah Hess, supervisor, Springfield, Ill.

5-6: Illinois State Home Economics Association, Macomb, Illinois. Adah Hess, Springfield, Illinois.

4-5: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Potsdam, N. Y.

10-12: Wyoming State Teachers Association, B. H. McIntosh, High School, Cheyenne; Casper, Wyoming.

11-13: Vermont State Teachers Association, Bertha P. Lambert, 310 Gage Street, Bennington; Rutland, Vermont.

15: Montana State Council of English Teachers, Margaret Ronan, Missoula; Missoula, Montana.

18-19: Northeastern Indiana Teachers Association, Fort Wayne, Indiana.

18-19: Southwestern Indiana Teachers Association, Evansville, Indiana.

18-20: Indiana State Teachers Association, Charles O. Williams, 205 Hotel Lincoln, Indianapolis,; Indianapolis, Indiana.

18-20: Utah Educational Association, D. W. Parratt, 316 Vermont Building, Salt Lake City; Salt Lake City, Utah.

19-20: New Hampshire State Teachers Association, Florence J. Hewitt, Portsmouth, N. H.; Portsmouth, New Hampshire.

BOSTON PUBLIC SCHOOLS: The school term will begin on Thursday, September 13, 1928. Principals and Directors are required to report for duty on MONDAY, September 10, 1928. Teachers and members of the supervising staff, OTHER THAN PRINCIPALS AND DIRECTORS, are required to report for duty on Wednesday, September 12, 1928.

Examinations for admission to the Latin and day high schools will be held as follows:—

LATIN SCHOOLS: (For admission to the Six-Year Course): On Wednesday, September 12, at 9 o'clock, A. M. Boys will be examined at the Public Latin School-house, on Avenue Louis Pasteur; girls, at the Girls' Latin School-house, on Huntington avenue, near Longwood avenue.

Candidates are required to pass an examination equivalent to that required for admission to the seventh grade of the elementary schools. The subjects of the examination will be English (including Reading, Literature and Spelling); Arithmetic; Geography; and History and Civics.

For admission to the four-year course: Candidates for admission to the four-year course in the Public Latin or Girls' Latin Schools, will be examined on Wednesday, September 12, at the place, and in the subjects indicated under High Schools, below.

HIGH SCHOOLS: Examinations for admission to the high schools and to the four-year courses in the Latin schools will be held on Wednesday, September 12, 1928.

Boys and girls will be examined at the Teachers College of the City of Boston, on Huntington avenue, near Longwood avenue. The subjects of the examination will be: English Language, including Reading, Writing and Spelling, Grammar and Composition; History and Civil Government of the United States; Geography; and Arithmetic.

For further particulars apply to the undersigned,

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